



Putting it into Practice

Changing Perspectives about students

Differentiating for diverse student needs

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How students differ:

- gender
- physical development
- emotional maturity
- intelligence profile
- learning style
- culture
- language
- educational experience
- circadian rhythms
- home environment
- parental support
- family structure
- confidence
- motivation
- ...



Challenges

- **identification of individual needs**
- **scale of task**
- **range of resources**
- **time - planning, preparation, teaching**
- **creating materials that are significant for a range of students**
- **fear of change**
- **misunderstanding of task**
- **lack of knowledge about how to differentiate**
- **modifying the content**
- **assessment**
- **diversity**
- **standardised tests**
- **pre-conceived ideas of students**
- **number of students**
- **class space**



Describe the task

Modify the task for students needing additional support

What will they find difficult about the task?

What will help make it more manageable for them?

- *More time?*
- *Different role?*
- *Extra resources?*
- *Break it into steps?*
- *Simplify the language?*
- *Give them a format or framework?*

Extend the task for students needing additional challenge

What extra learning are they capable of that is not implicit in the task?

- *Challenge question?*
- *Different role?*
- *More challenging or varied resources?*
- *Introduce alternative perspective?*
- *Have them log the process?*
- *Have them create another task?*
- *Have them translate it into another language?*
- *Time limit?*
- *Minimum quantity?*



Differentiation

more ← **time** → **less**

more ← **structure** → **less**

concrete ← **conceptual level** → **abstract**

lower ← **thinking skills** → **higher**

simple ← **language** → **complex**

single ← **perspectives** → **multiple**

less ← **autonomy & initiative** → **more**

closed ← **scope** → **open-ended**



Paper is:





white	used for	made from	smooth	trees
coloured	flat	write	read	wood



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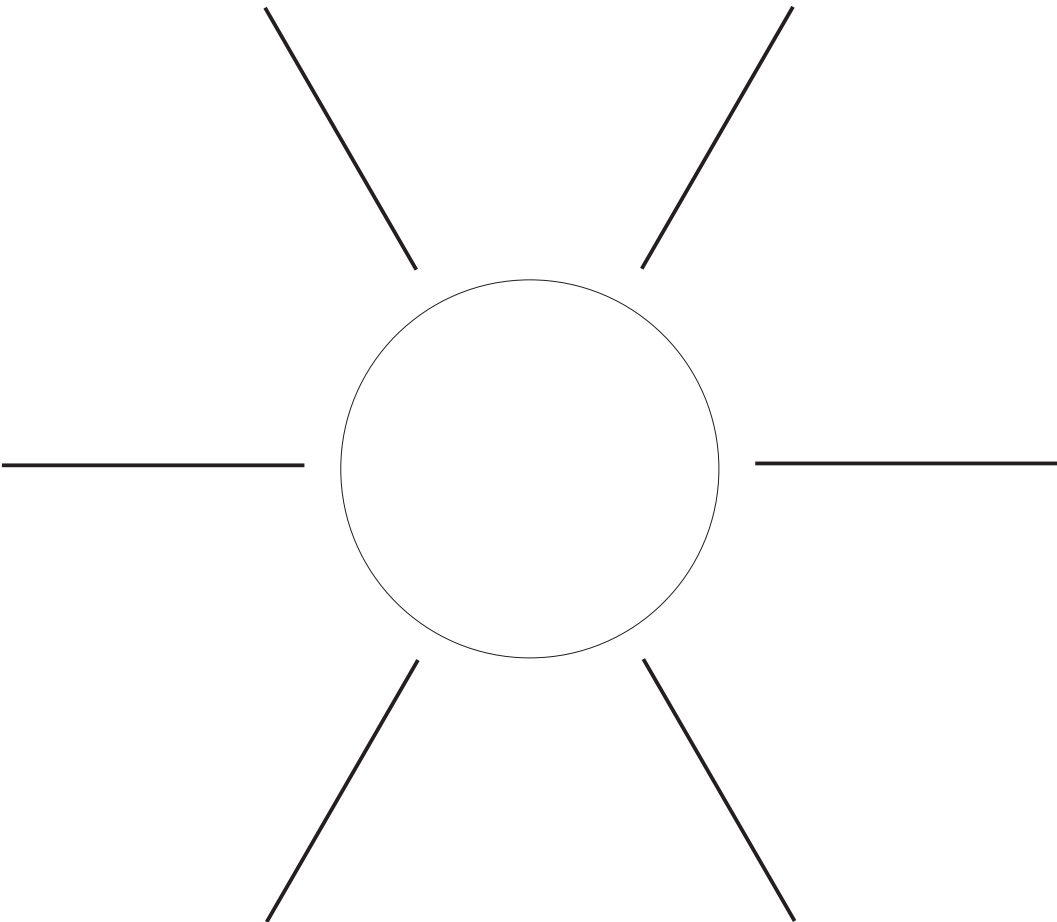
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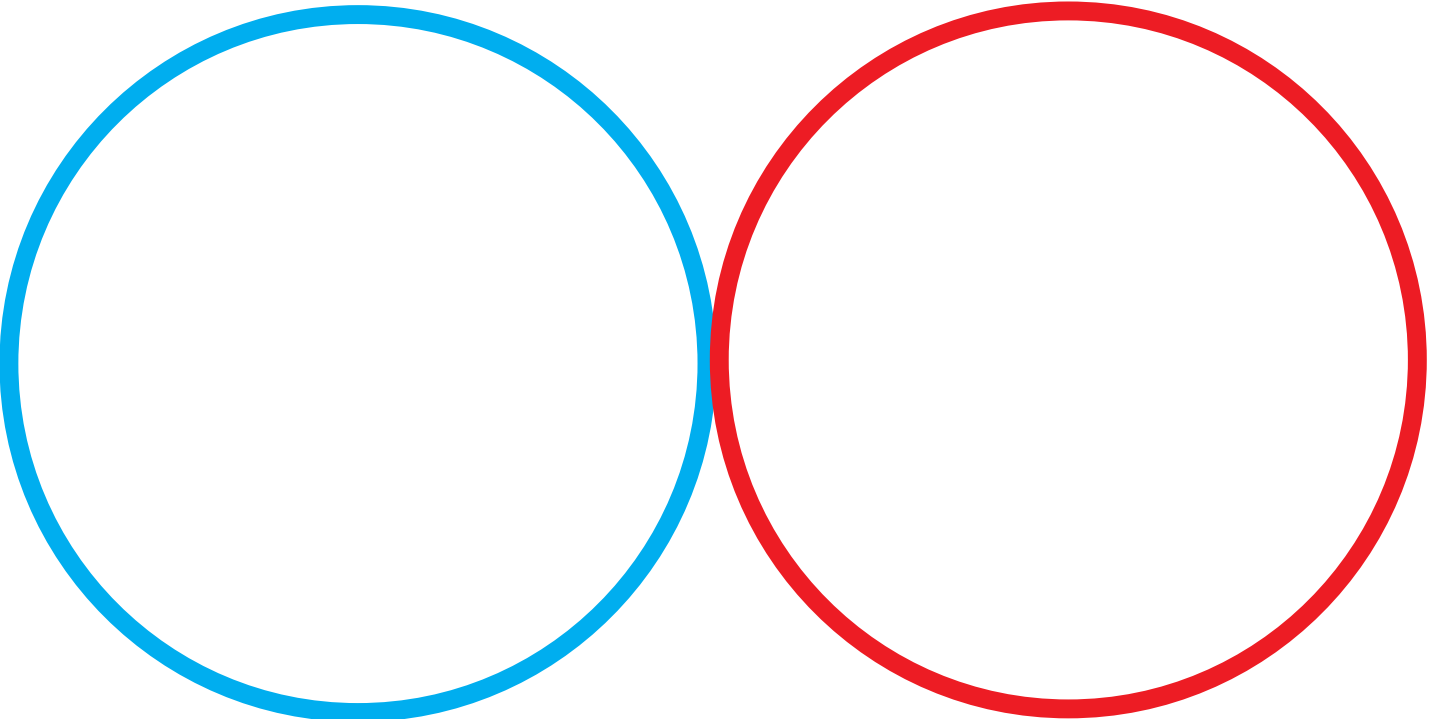
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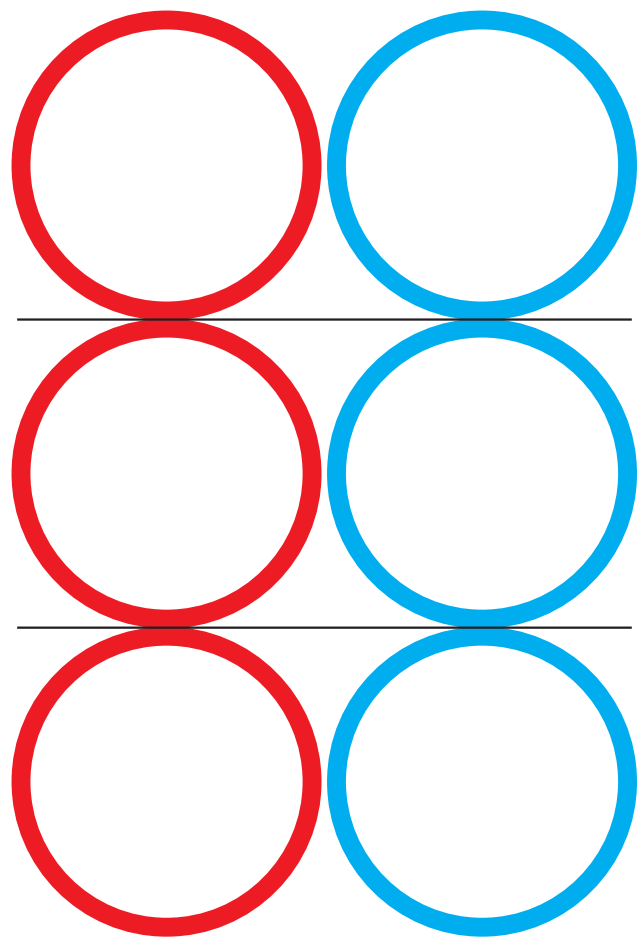


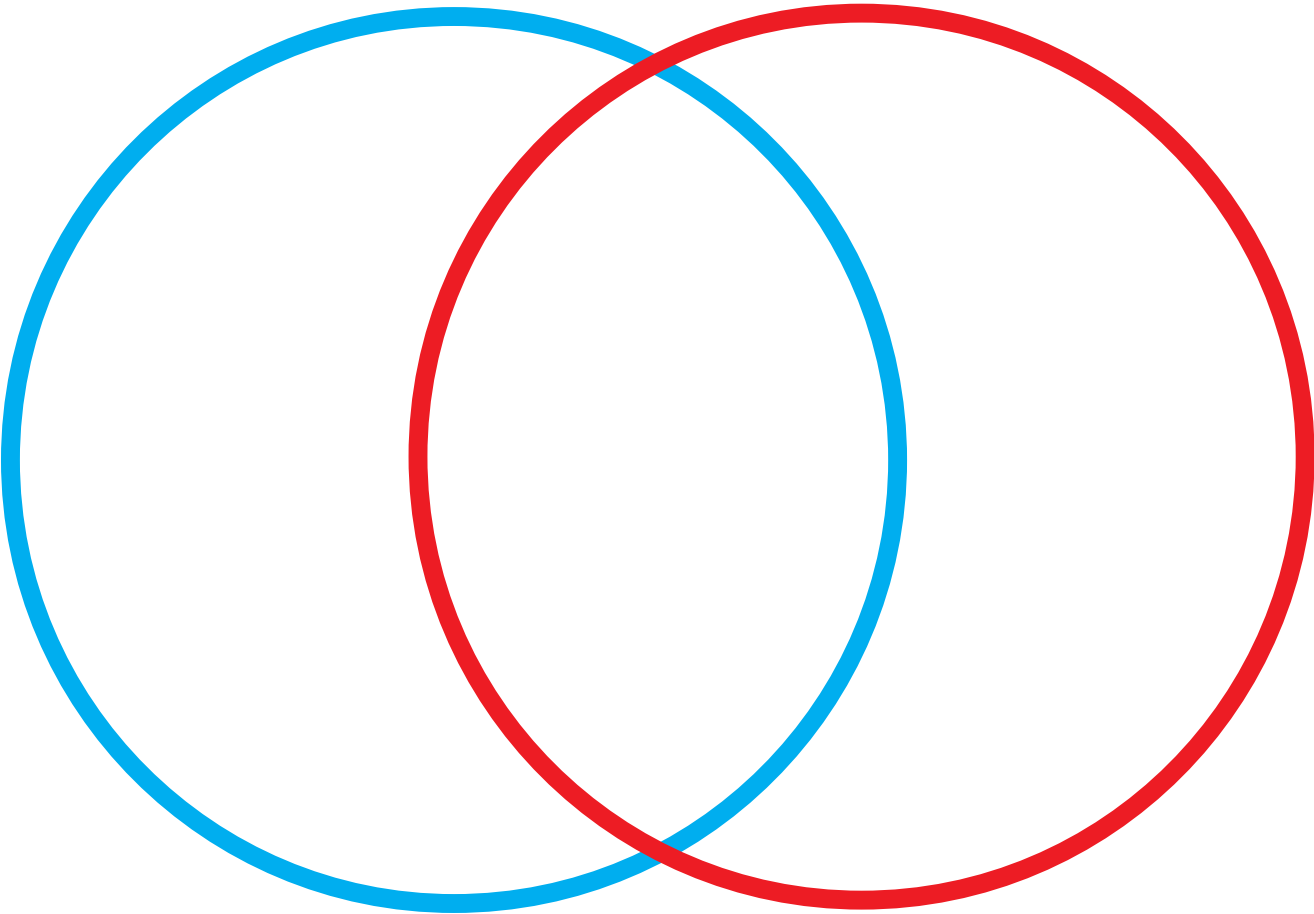


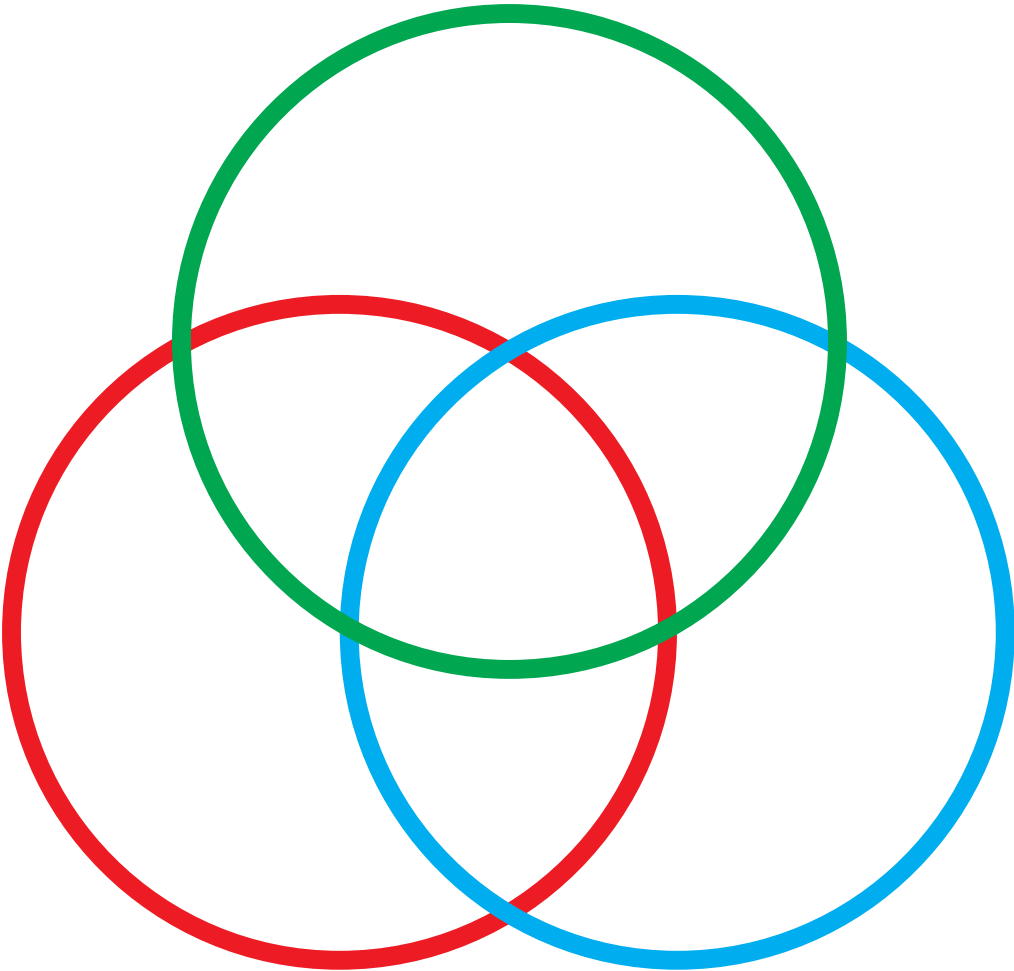
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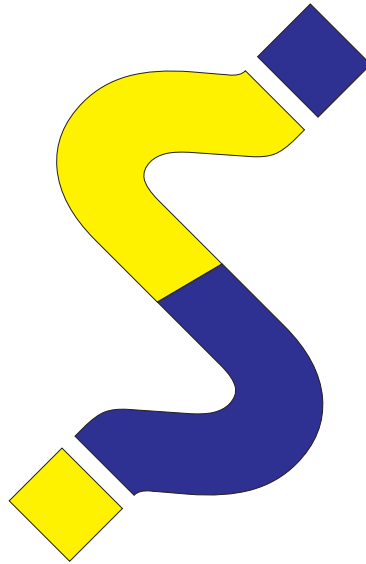






Gary Larson 1986

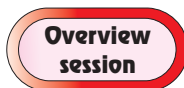




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In-house workshops and presentations tailored specifically for your school - we work as a team, providing not only face to face training, but also comprehensive materials and systems development.

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- **available time** eg. 1-day overview, 3-day standard workshop, 5-day in-depth course
While we are happy to offer a one-off workshop or inservice visit, our preference is for a longer term partnership which allows both the school and us to benefit from a more meaningful structured support programme.
- **module/s for focus** eg. implementing an inquiry-based approach, developing a schoolwide system of assessment, essential skills for effective & team leaders
While we have an extensive list of modules to help you plan, we prefer to tailor the detail after some discussion with you - it's important to resist trying to do too much in too little time at the risk of superficial coverage.
- **level of advancement** eg. new teachers, experienced practitioners, new initiatives
Usually our inservice is designed to accommodate a range of levels through differentiated activities, but we can also tailor for specific groups.
- **format** eg. whole staff plenary, group workshops, small team seminars, management sessions, parent meetings, development of internal systems & documentation
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- **cost** Our normal inclusive day charge covers our accommodation, per diem, travel within Europe, and workshop fees for up to 30 of your own staff. If numbers are significantly higher, or for travel outside Europe, a supplementary charge may apply. For a visit of 5 days or a longer term partnership we can usually offer a substantial discount. We appreciate the need to optimise professional development spending and feel that our reliability and reputation for quality support delivers value for money.

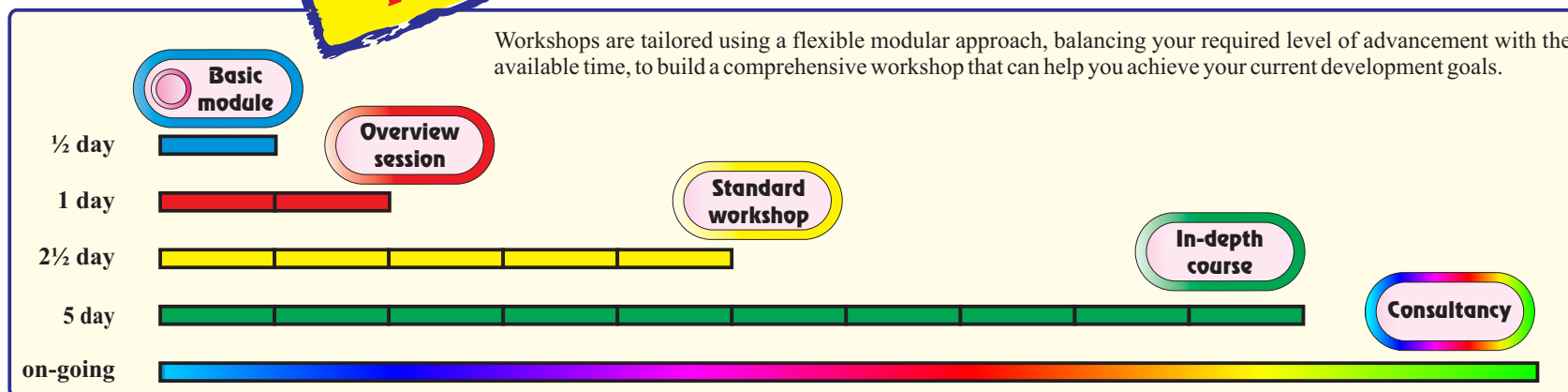
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